

ASSESSMENT OF VACCINATION COVERAGE AND SEROPOSITIVITY AMONG CHILDREN

BY

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DEGREE IN MICROBIOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Vaccination Coverage and Seropositivity Among Children" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined assessment of vaccination coverage and seropositivity among children, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and vaccination. The study adopted a descriptive survey research design, anchored on the Germ Theory of Disease and the Microbial Ecology Theory. A sample size of 381 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 344 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.54$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.32, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.28$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on assessment.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Conceptual Review	15
2.1.1 Concept of Assessment	15
2.1.2 Concept of Vaccination	16
2.1.3 Concept of Coverage	18
2.2 Theoretical Framework	20
2.2.1 Germ Theory of Disease	20
2.2.2 Microbial Ecology Theory	21
2.2.3 One Health Theory	22
2.2.4 Antimicrobial Resistance Theory	24
2.3 Empirical Review	25
2.3.1 Early Studies on assessment	25
2.3.2 Recent Nigerian Evidence on assessment	27
2.3.3 Assessment and vaccination	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	36
3.1 Research Design	36
3.2 Population of the Study	36
3.3 Sample Size and Sampling Technique	37
3.4 Sources of Data Collection	38
3.5 Research Instrument	39
3.6 Validity and Reliability of the Instrument	40
3.7 Method of Data Analysis	41
3.7.1 Administration of the Instrument	42

3.8 Ethical Considerations	43
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	45
4.1 Data Presentation	45
4.2 Demographic Characteristics of Respondents	45
4.3 Analysis of Research Questions	46
4.4 Test of Hypotheses	47
4.5 Discussion of Findings	48
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	54
5.1 Summary	54
5.2 Conclusion	55
5.3 Recommendations	56
5.4 Suggestions for Further Studies	56
REFERENCES	58
APPENDIX	60

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	33
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	44
Table 3.2: Validity and Reliability of the Research Instrument	44
Table 4.1: Gender Distribution of Respondents	51
Table 4.2: Age Distribution of Respondents	51
Table 4.3: Educational Attainment of Respondents	52
Table 4.4: Weighted Mean Analysis of Research Question One	52
Table 4.5: Weighted Mean Analysis of Research Question Two	52
Table 4.6: Correlation Summary between the Independent and Dependent Variables	52
Table 4.7: Independent Samples t-test by Gender	52
Table 4.8: Chi-square Test of Association	52

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	14
Figure 2.1: Assessment in Microbiology Research Context	34
Figure 2.2: Vaccination in Microbiology Research Context	34
Figure 2.3: Coverage in Microbiology Research Context	35
Figure 3.1: Microbiology Research Context	44
Figure 4.1: Gender Distribution of Respondents	51
Figure 4.2: Age Distribution of Respondents	51

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of vaccination coverage and seropositivity among children is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of assessment in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to assessment must be differentiated rather than uniform. Ogunlana and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Empirical evidence from Olawale and Nnamdi (2021) suggests that positive developments in vaccination are associated with improvements in assessment. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, assessment has become increasingly significant within the Nigerian landscape and beyond. Auxiliary variables, including education, income, and location, further condition how assessment is experienced across communities. Studies conducted within the West African subregion by Bello and Chukwu (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with vaccination. Empirical evidence from Ekwueme and Olawale (2021) suggests that positive developments in vaccination are associated with improvements in assessment. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

In recent years, assessment has emerged as a central theme in scholarly discourse on microbiology. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of assessment. Ekwueme and Olawale (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Longitudinal research by Alade and Ekwueme (2016) revealed that sustained attention to assessment yields appreciable dividends over time. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised assessment as a critical determinant of outcomes in microbiology. Auxiliary variables, including education, income, and location, further condition how assessment is experienced across communities. Evidence assembled by Adekunle and Umeh (2015) across twelve states underscored the heterogeneity of outcomes linked to assessment. The cumulative effect of these dynamics is a situation that